

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

**SOCIAL WORK PRACTICE WITH ABUSED AND NEGLECTED CHILDREN
AND FAMILIES
Summer 2008**

Course Number: SW N360K (UG) and SW N393U1 (GRAD)

Meeting Time/Place: Monday/Wednesday 8:30 – 11:30/ SWB 2.112

Instructors' Name: Chris Johnson, LMSW
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Office Number: SWB 3.212F (South wing)

Office Hours: by appointment

Course Description

This course will examine from a variety of theoretical frameworks the factors, indicators, and dynamics associated with child maltreatment, including physical abuse, neglect, emotional abuse, and sexual abuse. This course is framed within a risk assessment orientation, with a child-focused, family-centered strengths approach. Prevention, practice, policy and research issues will be critically assessed. Child maltreatment will be examined within its relationship to other social welfare problems. The course will explore indicators of populations at risk of being victims of abuse and neglect, as well as those at risk of abusing or neglecting their children. Particular attention will be given to understanding the service delivery system involved in developing the health and well-being of maltreated children and their families, including investigation of allegations, family based safety services, out of home placement, foster care, kinship care, and adoption. The role of the legal system will be explored as well. Controversial issues in child welfare will be discussed within the framework of the values of the social work profession.

This course is a cross-listed practice elective. Social work students are given priority for course registration, while students from other disciplines are admitted with permission of the instructor. This course does build on the liberal arts perspective. No other prerequisites are required. Issues related to social injustice and cultural diversity will be addressed in micro, mezzo, and macro level assignments, course readings and special topics designated in the course schedule of this syllabus.

II. Course Objectives

The course objectives include the ability of the student to:

1. Understand the social context of abuse and neglect of children through a historical overview of child maltreatment.
2. Demonstrate self-awareness of personal beliefs, values, and attitudes about child abuse and neglect through examination of ethical dilemmas and their impact on practice, service, and clients.
3. Demonstrate understanding, affirmation, and respect for persons from different backgrounds, including age, gender, race, ethnicity, culture, class, religious belief or spirituality, family structure, sexual orientation, physical or mental ability, national origin, or other issues of diversity related to child abuse and neglect.
4. Apply varied theoretical approaches in assessing factors, indicators, and dynamics associated with child maltreatment.
5. Identify the impact of abuse and neglect on the physical, intellectual, psychosocial and moral development of the child.
6. Understand and apply risk assessment skills to the service stages of child protection.
7. Critically assess policy, practice, and research issues that focus on culturally relevant prevention and intervention in child maltreatment.
8. Understand social and economic justice issues relating to child maltreatment and its relationship to other social welfare problems including juvenile crime, substance abuse, domestic violence, poverty, as well as developing an awareness of the global interconnections of violence and oppression.
9. Understand the complex array of social services provided to abused children and their families in order to promote healthy families and well-being, as well as an understanding of the process and services provided when out of home placement is in the best interest of the child's safety, health and well-being.

III. Teaching Methods

This is a very experiential class. A variety of teaching methods will be used including lecture, discussion, guest speakers, exercises, video materials, a field visit and student presentations.

The University of Texas at Austin provides upon request appropriate academic adjustments for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259; 232-2937(VP).

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

IV. Required Reading:

Crosson-Tower, C. (2005). *Understanding child abuse and neglect* (7th ed.). Boston: Allyn and Bacon. **(required)**

Reserve Readings listed on the class schedule can be found on e-reserves. The password for the e-reserves is SW360K.

Blackboard contains all of the class power point presentations.

Students will choose an additional book to read for the Book Reflection Paper, from those listed below .

Please let me know by July 2nd or earlier, the title of the book you are planning to read. A place to record your choice will be provided in class.

Crosson-Tower, C. (2003). *From the eye of the storm: The experiences of a child welfare worker*. Boston: Allyn & Bacon.

Parent, M. (1998). *Turning stones: My days and nights with children at risk*. New York: Ballantine Books.

Perry, B. (2006). *The boy who was raised as a dog; And other stories from a child psychiatrist's notebook*. New York: Basic Books

Non-required readings (NR) are also included in reserve readings. These are provided to enrich your learning experience and you are encouraged to read them.

V. Assignments:

<u>Due Dates</u>	<u>Assignments</u>	<u>Possible Points</u>
6/30/08	Exam I	30
7/2/08	Agency Reflection Paper	10
7/2/08 – 7/28/08	Group Presentation	10
7/21/08	Book Reflection Paper	15
7/28/08	Exam II	30
ongoing	Professional Accountability	5
	Total:	100

VI. Grading:

Letter grades for the course will follow this distribution:

Grading Scale for graduate students: Grading Scale for undergraduate students:

100-94 = A

93-90 = A-

89-87 = B+

86-84 = B

83-80 = B-

79-77 = C+

76-74 = C

73-70 = C-

69-67 = D+

66-64 = D

63- 60 = D-

59 and below = F

100-90 = A

89-80 = B

79-70 = C

69-60 = D

59 and below = F

VII. Course Requirements

All assignments are due at the beginning of class on the date indicated. Due to the nature of the class, there will be more assignments in the later part of the semester than the beginning.

Examinations

Two examinations based on readings, lectures, speakers, discussions and class activities will be given in the course. Exam I questions will consist of multiple choice, matching, true/false, fill in the blank, short answer and essay. Exam I will be given as scheduled on the course outline. Exam II will be a take-home exam due at the last class. This exam will consist of short answer and essay questions. Each exam will be worth 30 points.

Group Project

This assignment gives the student the opportunity to conduct further research on a critical child welfare issue. Working in a small group, you will make a presentation in class on your issue and associated policy and practice implications within the child welfare system. Grading will also be based on the group's ability to determine & include the major points & research on their assigned topic, as they relate to child abuse and neglect, in a concise 30 minute presentation.

Each group member is expected to participate in the oral presentation. If a Power point presentation is used, it should be E-mailed to the instructor the day of the presentation. A bibliography is required. Each member of the group will prepare a brief type-written

statement outlining their contributions to the project (it may be helpful for each member of the group to maintain a log to document their effort throughout the semester). Additionally, due the day of the presentation, each member of the group will turn-in an evaluation for themselves and each of the other members of the group. This rating will be factored into grading. This assignment is worth 10 points. The dates for the presentations will begin 7/14/08 and are scheduled through 7/28/08. Some class time will be set aside for groups to meet, but additional meetings may be needed.

Careers in CPS

This assignment allows the student the opportunity to become familiar with the State's Child Protective Service (CPS) web site and the many careers available in CPS. You will need to visit this site & determine how to apply for positions. Print a job description from the DFPS web site for a position you might be interested in filling & turn it in in class. This will be part of your participation/ professional accountability grade. Due the last class, but this may be turned-in early. You may need to check the postings early in the semester to find a position that you are interested in.

<http://www.dfps.state.tx.us>

Papers

Agency Reflection Paper due 7/2/08 10 points

A two paged, double-spaced, paper regarding the field visit. This paper should consist of your observations & opinions of what you saw & heard. The format is described later in this syllabus.

Book Reflection Paper due 7/21/08 15 points

A five paged, double-spaced, paper, regarding the book you read. This paper will give the student the opportunity to reflect on their observations, feelings and experiences relating to this reading. The format is described later in this syllabus.

Students are expected to produce high quality work in terms of appearance, writing style, and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information and failure to include all the required information as listed in this syllabus.

Papers and assignments can be submitted in hard copy during class or by e-mail to christine.johnson@dfps.state.tx.us. If you choose to submit electronically, any computer error or operator error including an omission to attach the paper, is not the responsibility of the instructor. Papers/assignments are considered received based on the time of the e-mail with an attached paper.

Late papers will be penalized for each calendar day they are late.

Papers not received by 8:30 a.m. on the date due are considered one day late. Papers not received by 8:30 a.m. the next day are considered two days late etc.

Late penalties will be weighted:

Papers Worth....	Points Off Per Day
10 points	1
15 points	1

VIII. Class Policies

Professional Accountability

Professional Accountability in the classroom will follow the Standards for Social Work Education. This is worth 5 points of your final grade. This includes professional behavior, participation and the careers in CPS assignment.

These standards can be found at:

<http://www.utexas.edu/ssw/aa/forms/resources/standards.doc>

The full 5 points will be awarded to students who consistently attend and participate in class, turn-in the CPS job posting and contribute positively to the functioning of the class.

1) Attendance:

Absence from more than two classes will result in the loss of all of these points, unless the instructor has been notified in advance of an emergency or an illness for which verification has been received.

2) Maintaining Confidentiality

Content of this course will be emotionally difficult at times. The content of this course will affect each student in a personal manner. Boundaries of privacy and confidentiality will be respected. Each individual student will be affected differently, and will need to set personal limits. The instructor will maintain a safe and respectful class environment. Discussion with individuals outside of the class regarding information shared in class about students, clients, supervisors, or agencies is considered a breach of confidentiality. Part of professional accountability includes treating others with respect and courtesy. Within the class this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment.

3) Interpersonal Skills:

Students are asked to respect the opinions and feelings of other students and guest speakers, even though they may differ from their own. Students are asked to take appropriate responsibility for their own actions and consider the impact of their actions on others.

4) Giving Constructive Feedback

Students are encouraged to participate in the course/instructor survey on the last class day. In addition, students are also encouraged to provide ongoing feedback to the

instructor during office hour visits. **If you are experiencing any problems in the class, please discuss them as soon as possible with the instructor in order to maximize your learning opportunities in the class.**

5) Ethical Scholastic Behavior:

Assignments or tests that show evidence of not having been completed directly by the student will not be accepted and may result in automatic failure of the course. The Instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism and cheating during examinations.

IX. Course Schedule

*Many speakers & the field trip have not finalized availability dates. Thus all dates for speakers & the field trip are subject to change. A finalized syllabus will be handed out during the first class.

<u>Date</u>	<u>Description</u>	<u>Text / Readings</u>
June 9 th Class 1	Course Overview Discuss groups & group presentation topics	
June 11 th Class 2	Introduction to Child Welfare & the Child Protection System Child Welfare Values Child & Parent's Rights Historical Perspective of Child Maltreatment Cultural Diversity Texas Family Code & the Legal System Select groups & group presentation topics	Rycus, Field guide to child Welfare, Child welfare values today, pp. 31-41. Crosson-Tower, The Maltreatment of children from a historical perspective, Ch.1, pp. 1-22. Crosson-Tower, Minority Family Systems, Ch.2, pp 29- 38. Definitions of child abuse & neglect in TX

<p>June 16th Class 3</p>	<p>Physical Abuse of Children</p> <p>The Story of Sarah: exercise</p>	<p>Crosson-Tower, The Physical abuse of children, Ch. 5, pp. 96-117.</p> <p>Reder et.al, Studies in the Assessment of Parenting, Significant Dimensions of Harm to a Child, Ch.5, pp. 90-104.</p> <p>Sarah's Story; article</p> <p>Fontes, Child Abuse & Culture: Working with Diverse Families, pp108 – 134 (NR)</p>
<p>June 18th Class 4</p>	<p>Neglectful Supervision, Physical Neglect, Abandonment, Refusal to Accept Parental Responsibility</p> <p>Treatment Issues for Neglect</p>	<p>Crosson-Tower, The neglect of children, Ch. 4, pp. 67-93</p> <p>Berry, Promising Practices in Understanding & Treating Child Neglect, pp13 - 22</p>
<p>June 23rd Class 5</p>	<p>Field Visit to: Settlement Home Residential Treatment Center, Foster Care & Adoption Services</p>	<p>8:45 am, 1600 Peyton Gin Road, Austin, TX % Linda Addicks Kokemor</p>
<p>June 25th Class 6</p>	<p>Effects of Maltreatment & Trauma on Child Development</p> <p>Attachment and Bonding</p> <p>Speaker: Dr.Stephen Terrell Family therapist, attachment expert & adoptive parent</p> <p>Review Exam I</p>	<p>Crosson-Tower, Maltreatment and the developing child, Ch. 3, pp. 47-65.</p> <p>Fahlberg, Attachment & Bonding...19-65.</p> <p>Attachment & Treatment, pp. 1 Austin Attachment & Counseling Center, pp 1-3</p>

<p>June 30th Class 7</p>	<p>Exam I</p> <p>Emotional Abuse</p> <p>Video: “Searching”</p>	<p>Crosson-Tower, The psychological maltreatment of children, Ch.9, pp. 215-223</p>
<p>July 2nd Class 8</p>	<p>Sexual Abuse</p> <p>Speaker: Sally Fussel, LCSW, Director Foster Family Program, Settlement Home, Sexual Abuse therapist</p> <p>*Title of book for Book Reflection paper due</p> <p>*Agency Reflection paper due</p>	<p>Crosson-Tower, The sexual abuse of children, Ch. 6, pp. 121-147</p> <p>Crosson-Tower, Incest: Familial Abuse, Ch. 7, pp. 152-178</p> <p>Fontes, Cultural Aspects of Shame in Child Sexual Abuse, pp139 – 151 (NR)</p>
<p>July 7th Class 9</p>	<p>Stages of Service & Child Safety</p> <p>Intake, Investigation, Reporting, Family Based Safety Services, Sub-care/Conservatorship, Adoption, Risk Assessment, Disproportionality</p> <p>Speaker: CASA supervisor</p>	<p>Crosson-Tower, Intervention: Reporting and Investigation, Ch. 10, pp. 226-254.</p>
<p>July 9th Class 10</p>	<p>Permanency & Child Placement</p> <p>Permanency & Concurrent Planning, Service Planning Placements, Foster Care, Adoption, Child Placing Agencies,</p> <p>Resiliency</p>	<p>Crosson-Tower, Foster care as a therapeutic tool, Ch 15, pp 351-359.</p> <p>Zielinski et al, Ecological Influences on the Sequelae of Child Maltreatment: A Review of the Literature</p>

<p>July 14th Class 11</p>	<p>Working with the Child & Family</p> <p>Kinship, Family Group Decision Making, Reunification, Visitation, Services, Assessment & Treatment</p> <p>Group Presentation #1</p>	<p>Winston, Child Abuse & Neglect: Multidisciplinary Approaches, Ch 9 Treatment, pp161 -195</p> <p>Family Group Decision Making Policy</p> <p>Crosson-Tower, Treatment: Physical Abuse & Neglect, Ch.13, pp 297 –321</p>
<p>July 16th Class 12</p>	<p>Working with the Child & Family</p> <p>Solution Focused Interviewing of CPS Clients</p> <p>Motivating CPS Clients</p> <p>Group Presentations #2</p> <p>Speakers: CPS Worker Panel</p>	<p>Corcoran, Solution Focused Interviewing of CPS Clients, pp 461-478</p> <p>Co-Constructing Cooperation with Mandated Clients, pp 361-373.</p>
<p>July 21st Class 13</p>	<p>Youth Exiting the Foster Care System</p> <p>Preparation for Adult Living</p> <p>Group Presentation # 3</p> <p>Speaker: Mia Sneed, CPS Disproportionality Specialist</p> <p>*Book Reflection Paper due</p>	<p>Preparation for Adult Living Policy</p> <p>Merdinger, et al, Pathways to College for Former Foster Youth, pp 867 - 896</p>

<p>July 23rd Class 14</p>	<p>Adoption of Children from CPS, the Adoption Coalition of Texas (ACT) & the Heart Gallery</p> <p>Group Presentation #4</p> <p>Take-home exam distributed</p>	<p>Downs, et.al., Adoption of Children with Special Needs, pp. 385-401</p>
<p>July 28th Class 15</p>	<p>Careers in CPS</p> <p>Group Presentation #5</p> <p><u>CPS</u> job description due</p> <p>Take-home exam due</p> <p>Course-Instructor Surveys & class wrap-up</p>	

Reflection Papers

Grading for the reflection papers will be based on your ability to answer each of the questions, the depth of your writing, and your ability to reflect self-awareness. Be candid in your reflections, as you will not lose points because your opinions are different from the instructor’s opinions. The purpose of the reflection papers is to give you an opportunity to explore your own thoughts and feelings regarding child welfare issues.

Be careful to respond to every question or points will be lost. The reader should be able to easily determine to which question you are responding. An example of this includes, “the mission of the agency is... or the feelings I experienced included...”

Field Visit Reflection Paper

This two paged, double-spaced paper will be written after our field visit. The paper should include:

- A. Give a basic description of the agency and services provided.
- B. What is the agency mission? How could it be improved or stated another way, did you observe practices that were not in alignment with the mission?
- C. What feelings (emotions) did you experience during the visit?
- D. What were some of your own personal values that came into conflict and/or were in alignment with what you observed or heard?
- E. Give an example of something you observed in this setting that could lead to an ethical dilemma in the practice or operations of this social work agency?

- F. What is one barrier or challenge to providing services in this environment?
- G. Did you note any advantages to providing services in this environment?

Book Reflection Paper

This five-paged, double-spaced paper will give you the opportunity to reflect on the impact of the child welfare system.

- A. Briefly summarize the book you read.
- B. What were some of your own personal values that came into conflict with what you read?
- C. What were some of your own personal values that were in alignment with what you read?
- D. What specific situation or type of situation discussed in the book would be most difficult for you? How would you handle the situation yourself?
- E. Describe at least one thing you learned that surprised you in this book.
- F. How did reading this book impact your beliefs, attitudes or knowledge regarding CPS?

Group Presentation Topics:

1. Poverty & Child Maltreatment
2. Domestic Violence & Child Maltreatment
3. Alcohol, Substance Abuse & Child Maltreatment
4. Gay & Lesbian Adoptions
5. Child Abuse Prevention

In large classes this group topic may be added, Disproportionality of Children of Color in the Child Welfare System

Accessing E-Reserves

Go to UT Website

On Left: Libraries & Museums

At the top bar that starts with “About the Libraries” Click on **Library Services**

Click on **Reserves**

In Electronic Reserves Table under **Student Column**

Click on **Find**

Click on drop down arrow by Course Number and click on **Instructor**

Type in **Johnson** in the box and click on search

The bottom line is our course—SW360K

The **Password** is also **SW360K**

Helpful websites:

<http://www.dfps.state.tx.us>

<http://www.capitol.state.tx.us/>

http://sswnt7.sowo.unc.edu/fcrp/Cspn/vol6_no2.htm

<http://sswnt7.sowo.unc.edu/fcrp/Cspn/cspn.htm>
<http://www.childwelfare.com/>
<http://www.financeprojectinfo.org/WIN/default.asp>
<http://www.cwla.org/>
http://www.hhs.state.tx.us/news/reports/CPS_Implementation_Plan.shtml
<http://www.naswtx.org/>
<http://www.aecf.org/kidscount/>
<http://nccanch.acf.hhs.gov/>
<http://www.americanhumane.org/site/PageServer>
<http://www.aacap.org/publications/factsfam/rspdabus.htm>
<http://www.casey.org>